

other's company. Such groups tend of course to be very small, in children of these years. If there were, say, a dozen children playing in the garden or schoolroom, not more than three or four, or occasionally five, would be taking any friendly notice of each other, or playing "together". The rest of the dozen would, as far as the first (or any one particular group) was concerned, be treated either as non-existent, or as a *rival* group. That is to say, the "inter-tribal" relation would practically always be either complete indifference or active hostility. In children under six or thereabouts, the *area* which can be covered by actively friendly feeling seems to be strictly limited. These very small groups of three to five members thus form a definite transition between the primary egocentric attitude of the first three years and the more inclusive social entities which become possible later on. The groups to which any warm regard can be attached remain, of course, closely limited until the period of adolescence ; but in the middle years of childhood, they are larger than in these first beginnings.

Even, however, when there are only four or five children present together in the garden or playroom, not more than might readily form one of the small groups possible in these ages, it still tends to happen that this small number is split into at least two groups—perhaps three children in one and two in the other, or four in a group and one shut outside. Sometimes, of course, there would be no *group* at all, but just four or five individuals playing separately.

But whenever two or three or more of these young children draw together in feeling or aim sufficiently to create a group, they *tend* in their very drawing together, to find an enemy to the group, an outsider, one shut out and

hated. It would seem that the existence of such an outsider is in the beginning an essential condition of any warmth of *togetherness* within the group.

The frequency and automaticity of this phenomenon was very striking. So was the vividness and intensity of hostility frequently expressed towards the group enemy.

We have here, in fact, one of the chief mechanisms by which the problem of *ambivalence of feeling* (mentioned in passing at an earlier point) is dealt with by the child. It is one of his main solutions for the psychological tension arising from the fact that he both loves and hates his fellows. (I shall come